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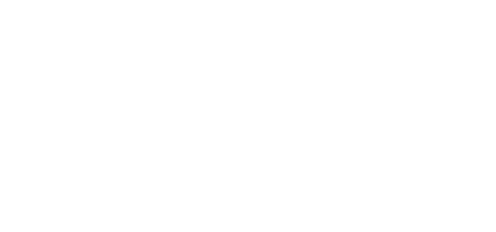
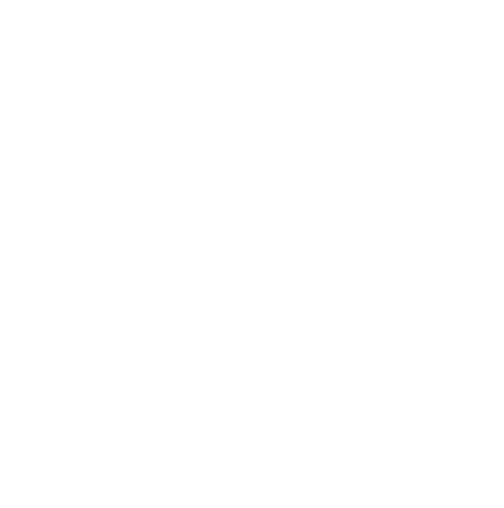
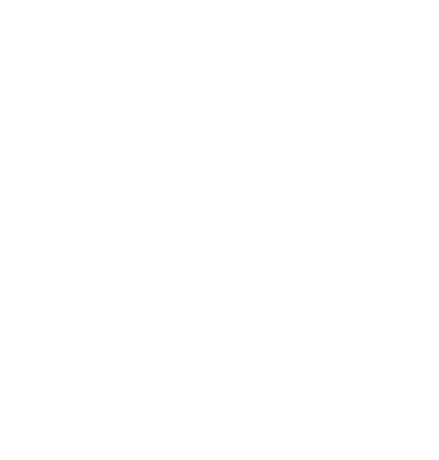
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# Red set

## Introduction

This theme is the first of two focusing specifically on feelings. It explores feelings in the context of the child as an individual, developing self-awareness and helping the child to realise that it really is ‘Good to be me’. The theme is about understanding our feelings as well as considering our strengths and weaknesses as learners. It aims to develop knowledge, understanding and skills in three key social and emotional aspects of learning: self-awareness, managing feelings and empathy.



The theme as a whole focuses on:

Understanding feelings, and why and how they lead us to behave the way we do – particularly the feelings of being excited, proud, surprised, hopeful, disappointed, worried and anxious.

Self-awareness – feeling good about myself, taking risks.

Managing my feelings – relaxing, coping with anxiety.

Standing up for myself – assertiveness, standing up for my views.

The learning outcomes for the Foundation Stage are described below.

## Intended learning outcomes

|  |  |
| --- | --- |
| **Description** | **Intended learning outcomes** |
| The Red set provides ideas and suggestions for children to explore the personal, social and emotional area of learning within the distinctive context of the setting. It uses story, role-play and puppets as well as the children’s spontaneous play to extend their understanding of the core feelings of happy, sad and afraid and to develop a broader vocabulary of feelings to include proud and excited. The set introduces simple relaxation techniques and encourages the children to stand up for themselves and be aware of themselves and their needs. | **Knowing myself**  I can tell you the things I like doing and the things I don’t like doing.  I can say how I feel when I am feeling proud.  **Understanding my feelings**  I can tell when I am feeling excited.  I can tell or show how I feel when I am excited.  I can say and show you when I am feeling good and happy.  I can tell or show what feeling proud looks like.  **Managing my feelings**  I can stay still and quiet for a short time.  I can relax with help.  **Standing up for myself** I can say what I need.  I can stand up for my own needs and rights without hurting others. |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Learning outcomes:  *Birth to three matters* | |  |  | | --- | --- | | **A competent learner** | **Being imaginative**  Imitating,mirroring,moving,imagining  Playing imaginatively with materials using all  the senses  Pretend play with gestures and actions,  feelings and relationships,ideas and words  **Being creative**  Finding out about the environment and other  people | | **A skilful communicator** | **Finding a voice**  The impulse to communicate  Exploring,questioning,labeling and  expressing  Sharing thoughts,feelings and ideas  Describing,questioning,representing and  predicting  Sharing thoughts,feelings and ideas  **Making meaning**  Influencing others  Communicating meaning  Understanding each other  **Being together**  Positive relationships  Being with others  **Listening and responding**  Listening and paying attention to what others  say  Learning about words and meanings | | **A healthy child** | **Healthy choices**  Demonstrating individual preferences  Becoming aware of others and their needs  Discovering and learning about his/her body  **Emotional well-being**  Being special to someone  Being able to express feelings | | **A strong child** | **A sense of belonging**  Valuing individuality and contributions of self  and others  Enjoying being with familiar and trusted  others  **Developing self-assurance**  Feeling self-assured and supported  **Being acknowledged and affirmed**  Needing recognition,acceptance and  comfort  Being able to contribute to secure  relationships  Understanding that he/she can be valued by  and important to someone  Exploring emotional boundaries  **Me,myself and I**  Growing awareness of self  Realising she/he is separate and different  from others  Recognising personal characteristics and  preferences  Finding out what she/he can do | |

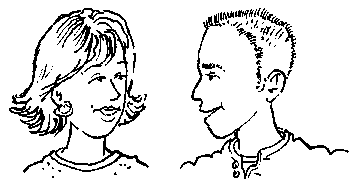
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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Learning outcomes:  *Curriculum Guidance for the Foundation Stage*  The following learning outcomes are drawn from the personal, social and emotional development area of learning. Observations ma  de to identify learning  outcomes will, however, also demonstrate learning from a number of other areas.  Learning outcomes should be identified through observing children in a wide range of contexts. | |  |  |  | | --- | --- | --- | | **Self-care and independence** | Show willingness to tackle problems and  enjoy self-chosen challenges  Demonstrate a sense of pride in own  achievement | Take initiatives and manage  developmentally appropriate tasks | | **Behaviour,self-control** | Begin to accept the needs of others with  support | Show care and concern for others,for  living things and the environment | | **Confidence,self-esteem,**  **relationships,community** | Feel safe and secure and demonstrate a  sense of trust  Seek out others to share experiences  Make connections between different parts  of their life experience  Separate from main carer with support | Separate from main carer with confidence  Have a sense of belonging  Show care and concern for self  Talk freely about their home and  community | | **Dispositions and attitudes** | Show curiosity  Have a strong exploratory impulse  Have a positive approach to new  experiences | Show increasing independence in  selecting and carrying out activities  Show confidence in linking up with others  for support and guidance | |  | Yellow Stepping Stones | Blue Stepping Stones | |

|  |  |
| --- | --- |
| Operate independently within the  environment and show confidence in  linking up with others for support and  guidance | Select and use activities and resources  independently |
| Show confidence and ability to stand up  for own rights  Have an awareness of the boundaries set  and behavioural expectations within the  setting | Understand what is right and what is  wrong and why  Consider the consequences of their words  and actions for themselves and others |
| Have a sense of self as a member of  different communities  Value and contribute to own well-being  and self-control  Have a positive self-image and show that  they are comfortable with themselves  Express needs and feelings in appropriate  ways | Respond to significant experiences,  showing a range of feelings when  appropriate  Have a developing awareness of their own  needs,views and feelings and be sensitive  to the needs,views and feelings of others  Have a developing respect for their own  cultures and beliefs and those of other  people |
| Display high levels of involvement in  activities of their choosing  Persist for extended periods of time at an  activity of their choosing  Take risks and explore within the  environment | Continue to be interested,excited and  motivated to learn  Be confident to try new activities,initiate  ideas and speak in a familiar group  Maintain attention,concentrate and sit  quietly when appropriate |
| Green Stepping Stones | Early Learning Goals |

## Planning

To help with planning, *the type of learning and teaching* involved in each learning opportunity is indicated by icons in the left-hand margin of this booklet:

* Adult led – where language and ideas are specifically introduced and developed by the practitioner
* Child-initiated – where learning is child initiated, supported by adaptations to the learning enviroment and social interaction which promote particular avenues of exploration and discussion

Ideas from practitioners who piloted these materials are noted in the right-hand margin of this booklet. The ideas include ways in which practitioners planned for diversity in their class or group, for example to support the learning of children for whom English is an additional language, and of children with special educational needs.

## Key vocabulary (to be introduced within the theme and across the curriculum)

|  |  |  |
| --- | --- | --- |
| comfortable feelings | uncomfortable feelings | calm |
| still | relax, relaxed | stand up for yourself |
| sad | happy | excited |
| proud | angry | cross |

## Resources

|  |  |  |
| --- | --- | --- |
|  | **Resource** | **Where to find it** |
| Early Foundation Stage | Photocard – excited | Whole-school resource file |
| Later Foundation Stage | Photocards – happy, proud | Whole-school resource file |
|  | *Feelings identikit* | CD-ROM |
|  | *Feelings detective* poster | Whole-school resource file |
|  | *Feelings fan* | Whole-school resource file |

## Key points from the assembly/group story

This assembly/group time is about a mouse who looks at all the other animals and thinks that she is useless. When hunters come to the jungle, she realises that it is ‘Good to be me!’.

Key elements:

1. Mouse wants to be special like the other animals.
2. She sees Lion who is a great leader, Gazelle who can run fast and Monkey who can climb. Mouse wishes she were special like them.
3. Mouse hides away, feeling useless and unhappy.
4. The animals get caught by hunters. They call for help.
5. At first Mouse thinks she is too useless to help, but frees the animals by chewing through the ropes.
6. When the other animals thank her and offer her anything she wants, she realises that they have already given her everything she wanted by helping her to understand that it really is good to be her.

## Suggested whole-school/setting focus for noticing and celebrating achievement

Using the school/setting’s usual means of celebration (praise, notes to the child and parents/carers, certificates, peer nominations, etc.) to notice and celebrate children (or adults) who have been observed:

Week 1: Doing something we are proud of

Week 2: Responding in an assertive way

Week 3: Helping someone with a worry

Week 4: Stopping and thinking when we are angry

# Red set: Early Foundation Stage

## Circle games and rounds

### Pass the present

Stick a small mirror to the bottom of a small and colourful box.

Explain that there is something very important and special in the box and that you want each person to look carefully inside to see what it is.

Pass it round so that each child can look into the box.

### Rounds

Tell the children: ‘Teddy is feeling excited.’

Pass the teddy to the next child in the circle, saying:

‘I think teddy is feeling excited because his granny is coming to see him tonight.’

The children pass the teddy round the circle, with each child trying to think of a reason why teddy is feeling excited.

‘I think teddy is feeling excited because ...’

When the teddy gets back to you, ‘ask’ him why he is feeling excited and then choose one of the ideas from the group.

## Learning opportunities: my feelings (excited)

### **Intended learning outcomes**

I can tell or show how I feel when I am excited.

I can tell when I am feeling excited.

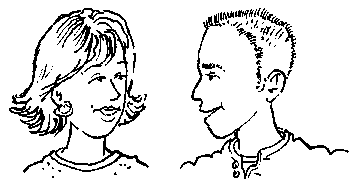
Introduce the session by using the photocard from the whole-school resource file, or a similar picture, as a stimulus to get the children thinking. Facilitate the children’s thinking and encourage them to offer words that describe the way the children are feeling. You might introduce the word ‘excited’ if the children don’t do so themselves. You could use the ideas from the *Feelings detective* poster in the whole-school resources file to explore the feeling further.

Encourage the children to be excited by planning a special activity (such as a teddy bears’ picnic) and talking about the special activity. Explain how you know that you are feeling excited about what is going to happen. Ask the children to explain how they are feeling.

Ask children to say how they think they would feel/have felt in a range of situations, for example:

* knowing it’s your birthday party after school/playgroup/nursery that day;
* going to the airport to meet your aunt who is visiting from Pakistan;

Remember that all children have a right to pass when using circle rounds, so don’t put pressure on a child to respond – it is perfectly acceptable for them to pass on the toy and say nothing. At the end you might give them another opportunity to have a turn if they would like to.



We asked parents

to bring in a photo

of something

exciting that their

child had done

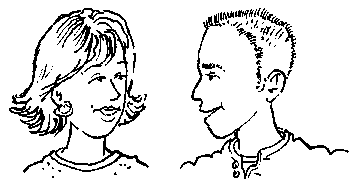
recently and used

the photos to

support the

children’s

understanding.



* going to a friend’s house for tea for the first time;

We played this

game every

morning, choosing

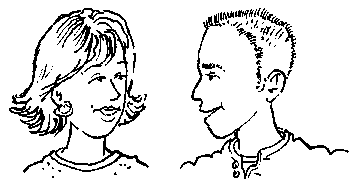
one child to ‘get it

wrong’. It worked

wonders for a child

in my class with

autism.



* having special, favourite food for lunch.

Play ‘Getting it wrong’. Model the feeling of excitement by saying, for example, ‘I am so excited,’ with a deadpan expression and a tired depressed voice. Ask children to say what is wrong. Select children to have a turn at ‘Getting it wrong’ and others to identify what is wrong (that is, wrong face, wrong body language, wrong voice).

Read the story *Feeling excited* from the resource sheet. Discuss the story using the questions that follow it.

Set up activities that involve anticipation and prediction. For example, boxes with things inside so children have to guess what might be in the box, or lift-the-flap books.

Set up special events for the end of the day or for the next day and tell the children in advance. Talk about how you are feeling and how they are feeling.

Grow cress and wait for it to grow. Choose a different child to report back to the group about how it is growing each day.

Provide materials for the children to play at making a surprise party for a teddy or a special guest.

There are many events that can be used to explore the feeling ‘excited’, for example, when one of the children is going on holiday or when it is their birthday. These events provide an opportunity to revisit the ideas in the theme by talking about how the child feels with the whole group, and exploring how everyone can help the child if they are over-excited and can’t wait. Encourage the children to explain how they feel, for example:

* My tummy feels ...
* I can’t stop thinking about ...
* I can’t wait ...

You can then explore these feelings together and use ways of calming down: for example, thinking about something else or finding something else to do.

Use the word ‘excited’ in the course of the day. For example, ‘Guess what is happening tomorrow – I am really excited.’

The above opportunities help children achieve the following learning outcomes from *Birth to three matters* and the yellow and blue stepping stones:

Being able to express feelings

Finding out about the environment and other people

Show curiosity

Have a strong exploratory impulse

Have a positive approach to new experiences

## Learning opportunities: calming down

### **Intended learning outcomes**

I can relax with help.

I can stay still and quiet for a short time.

Provide an opportunity for the children to have some quiet time. This might be sitting still and quiet in the circle or listening to some special music; or you could put on relaxing music and provide a pillow or beanbag. The children should lie down and remain still and quiet.

To start with this might need to be for a short time only. You can challenge the children to see if they can stay quiet for increasing lengths of time. Talk about how it feels to be still and quiet.

Refer to the display children may have made in their work on the *New beginnings* theme on how we can calm ourselves down.

Have the children identify certain times of the day or week when they are expected to be quiet, or can play a noisy game.

Offer a special place in the setting that might be used for quiet activities.

The above opportunities will help the children to achieve the following learning outcomes from *Birth to three matters* and the yellow and blue stepping stones:

Discovering and learning about his/her body

Exploring emotional boundaries

Feel safe and secure and demonstrate a sense of trust

## Ongoing activities

Effective strategies for developing an environment that supports the skills identified in this theme include the following.

### Organising the day

Time provided for individual play with adult support when needed.

Free choice time, with a balanced range of activities.

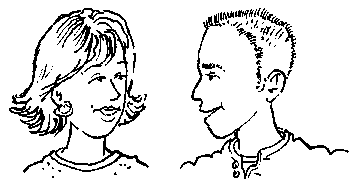
Opportunities for children to take responsibility within the setting, being involved in setting routines, and so on.

Involving parents in the life of the setting.

Opportunities for feedback, both formative and positive, and for children to review and comment on their achievements.

Opportunities for celebrating success.

In the setting, we created a quiet area. We painted it pale blue and put in muted lighting. One of the staff had a lava lamp they didn’t use. We put our goldfish in the quiet place. Each family group had a time during the day for relaxing. It was open the rest of the time for quiet activities or for parents and carers to relax with their children.



### The environment

Providing an environment that encourages independence.

Setting up the learning environment to introduce the language of feelings through role-play and circle time.

Providing areas for different activities and personal choices: for example, quiet restful areas, areas with mirrors.

### The role of adults

Adults involved in children’s play, including imaginative play.

Opportunities for children to talk to adults alone or in groups.

Supporting all children to reflect on and identify their own gifts and talents.

A non-judgemental atmosphere where it is considered to be OK to make mistakes and learn from them.

A predictable and calm management style.

The practitioner has many opportunities to explore feelings in the setting by developing work that starts from the children’s spontaneous play and experiences, for example:

* being upset or concerned when they get their hands dirty in a compost or gloop tray;
* looking forward to Christmas or a birthday;
* being patient and queuing for a turn on bikes in the playground;
* being anxious about not being able to do a new activity or use the computer;
* becoming angry and frustrated when things go wrong or their model gets broken;
* becoming angry when another child takes their things;
* being excited and surprised when searching for creepy-crawlies hidden in shredded paper;
* feeling anxious about going to the school toilets.

## Questions for reflection and enquiry

* How do you feel?
* How do you think ... feels?
* What makes you feel excited?

## Review

* What have you done this week that made you excited?
* How do you calm down when you feel a bit too excited?

# Red set resource sheet: Early Foundation Stage

## Feeling excited

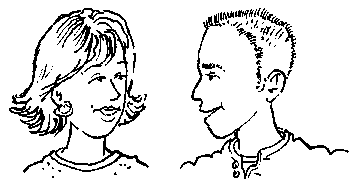
You might act this

out with the

children, using one

of the children’s

lunch boxes.



|  |
| --- |
| All the children in the nursery class were going out on a bus. Courtenay and Jasmine were very excited. Courtenay was so excited that he had a scared, uncomfortable sort of feeling inside him. He stood very still in the playground holding tight onto his brand new Spiderman lunch box.  Jasmine was so excited that she thought she would burst. As soon as she saw Courtenay she ran over to him, shouting: ‘We’re going on a bus and I’m the driver.’ She made loud bus noises and began running round and round. Courtenay moved nearer to the wall. ‘Come on my bus, Courtenay,’ shouted Jasmine, running closer to him, ‘I’m the driver.’ Some other children grabbed on to Jasmine and her bus got longer. She was so excited she went faster and faster. She drove the bus very close to  Courtenay. ‘Get on my bus!’ she yelled. But Courtenay was so close to the wall that suddenly Jasmine found she couldn’t stop. She crashed right into him and his new lunch box went flying through the air. Then all the other children on Jasmine’s bus crashed into each other too. What a muddle it was.  The children’s teacher came into the playground. She made sure that no one was really hurt. She picked up Courtenay’s lunch box and then she took Jasmine and Courtenay into the classroom. |

* What do you think the teacher said to Jasmine?
* How do you think that you could have helped Jasmine to calm down?
* Why do you think that Courtenay would not get on Jasmine’s bus?
* Courtenay was so excited he felt scared. How could you have helped him to feel better?

Later on, the bus drew up outside school. Jasmine and Courtenay sat together near the front. Courtenay held very tight onto his lunch box and they both made bus noises – VERY QUIETLY.

# Red set: Later Foundation Stage

## Circle games and rounds

### Pass the smile

The leader begins by smiling at the child next to them and they in turn smile to the next, and so on round the circle.

### Rounds

Use a soft toy as the speaking object. You will need to model the round, so you might say:

I like/love [name of toy] when I cuddle him.

I like [name of toy] when ...

I know someone likes/loves me when ...

Remember all

children have a

right to pass when

using circle rounds,

so don’t put

pressure on a child

to respond – it is

perfectly

acceptable for

them to pass on

the toy and say

nothing. At the end

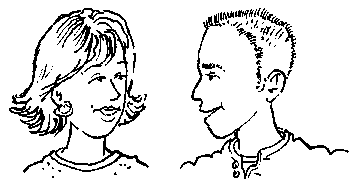
you might give

them another

opportunity to have

a turn if they would

like to.



We used photos

that children could

pass round instead,

if they wanted to.

For some of our

children it would be

hard to think of

special things at

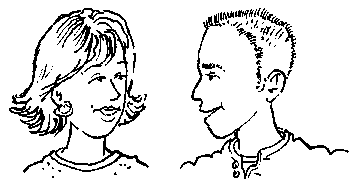
home, so we

offered them the

chance to choose

something special

from the school.



Jo has cerebral

palsy and cannot

control her facial

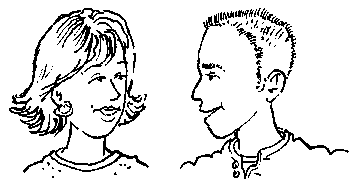
expression, so we

made a giant

smiling mouth that

was passed around

with the smile.



## Learning opportunities: feeling good about myself

|  |
| --- |
| **Intended learning outcomes**  I can say and show you when I am feeling good and happy.  I can tell you the things I like doing and the things I don’t like doing. |

During the day make sure that all practitioners talk to each of the children about what they are doing and their achievements. Use the language of feeling good, for example ‘What a lovely picture! It makes me feel good to look at it. I guess it must make you feel very proud.’

Set up a special display board where children can bring in their own special things from home. Work with the children to explain what makes these things special. Encourage them to bring in things that reflect the cultural diversity in the group.

|  |
| --- |
| The above opportunities will help children achieve the following learning outcomes from the stepping stones and Early Learning Goals:  Demonstrate a sense of pride in own achievement  Take initiatives and manage developmentally appropriate tasks  Show confidence in linking up with others for support and guidance  Have a developing respect for their own cultures and beliefs and those of other people |

## Learning opportunities: understanding my feelings – happy, proud

### **Intended learning outcomes**

I can tell or show what feeling proud looks like.

I can say how I feel when I am feeling proud.

Use the photocards ‘happy’ and ‘proud’ from the whole-school resource file, or take your own photographs, and use them to initiate talk with the child about what the characters in the pictures are thinking and how they are feeling.

Scaffold the child’s thinking with facilitative questions, for example:

* Who do you think the boy is?
* What do you think is happening?
* How do you think he is feeling?
* Why is he feeling ...?
* Can you show me how you are feeling?
* How can you tell he is feeling ...?
* Can you think of some things that make you feel ...?

You can explore these feelings further using ideas from the *Feelings detective* poster in the whole-school resource file, or the *Feelings identikit* (from the CDROM that accompanies the materials). Children could use the *Feelings fans* (from the whole-school resource file) throughout the day to show how they are feeling.

We followed this up

with a sorting

activity to extend

children’s

mathematical

understanding. The

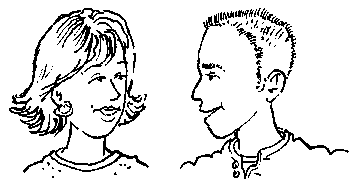
children sorted

pictures of events

according to how

they would make

them feel.



Children can draw a picture of something that makes them feel happy and proud like the child in the photograph.

The children’s pictures could be made into a class display.

Make smiley tokens with the children’s names on them, so that there are several for each child. Explain to the children that these are to show which activities they liked and made them feel good. Place a small box by each activity. The children should place their own tokens in the box to show the activities that they particularly enjoyed. At the end, use the tokens to talk about who enjoyed which activity.

Draw three circles on the floor and label the circles with three feelings – happy, sad, angry (or cross). Illustrate the feelings with facial expressions, for example, those provided on the CD-ROM that accompanies these materials.

The idea is that a child (or pairs if you think they would feel happier) places a soft toy in the circle to show how they feel in a particular situation. Give the children a little thinking time before giving the toy to someone to place in the right circle.

Example situations would be:

Teddy loses his/her favourite toy;

Teddy’s friend says that they love him/her;

Teddy’s friend goes to live in a new house a long way away;

Teddy falls over and hurts his/her knee;

Teddy is sitting on the knee of someone he/she loves; Teddy’s teacher says that he/she has done a good piece of work; Teddy’s teacher gives him/her a big smile.

The above opportunities will help children to achieve the following learning outcomes from stepping stones and Early Learning Goals:

Have a positive self-image and show that they are comfortable with themselves

Express needs and feelings in appropriate ways

Have a developing awareness of their own needs, views and feelings and be sensitive to the needs, views and feelings of others

Respond to significant experiences, showing a range of feelings when appropriate

## Learning opportunity: standing up for myself

### **Intended learning outcomes**

I can express my needs.

I can stand up for my own needs and rights without hurting others.

Use puppets or two adults to model playing in the setting – for example, playing in the sand tray.

* One puppet is playing and wants a bucket and takes it.
* The other puppet hits him and grabs it back. What is wrong with this? What should the second puppet do? • The other puppet starts to cry. What is wrong with this? What should the second puppet do instead?

Encourage the children to stand up for themselves, but not in an angry, cross way.

The above opportunities will help children to achieve the following learning outcomes from stepping stones and Early Learning Goals:

Express needs and feelings in appropriate ways

Show confidence and ability to stand up for own rights

## Ongoing activities

Effective strategies to develop an environment that supports the skills identified in this theme include the following.

### Organising the day

Time provided for individual play with adult support when needed.

Free choice time, with a balance of activities.

Opportunities for children to take responsibility within the setting, being involved in setting routines and so on.

Involving parents in the life of the setting.

Opportunities for feedback, both formative and positive, and for children to review and comment on their achievements.

Opportunities for celebrating success.

### The environment

Providing an environment that encourages independence.

Setting up the learning environment to introduce the language of feelings through role-play, circle time, etc.

Providing areas for different activities and personal choices, for example quiet restful areas or areas with mirrors.

### The role of adults

Adults involved in children’s play, including imaginative play.

Opportunities for children to talk to adults alone or in groups.

Supporting all children to reflect on and identify their own gifts and talents.

A non-judgemental atmosphere where it is considered to be OK to make mistakes and learn from them.

A predictable and calm management style.

The practitioner has many opportunities to explore feelings in the setting by developing work that starts from the children’s spontaneous play and experiences, for example:

* being upset or concerned when they get their hands dirty in a compost or gloop tray;
* looking forward to Christmas or a birthday;
* being patient and queuing for a turn on bikes in the playground;
* being anxious about not being able to do a new activity or use the computer;
* becoming angry and frustrated when things go wrong or their model gets broken;
* becoming angry when another child takes their things;
* being excited and surprised when searching for creepy-crawlies hidden in shredded paper;
* feeling anxious about going to the school toilets or into assembly;
* coping with change when having something new and untried in their lunch box.

## Review

* Who can tell about a time when they felt happy and proud?
* How did you show this?
* How did it feel?

# Red set

## Curriculum and other links/follow-up work

### Characters

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| **Core activity:** Life-sized stand-up character figures are introduced to the children one at a time. On the first day, ‘Lizzie Fixit’ is there to welcome them into the classroom. She is introduced to the children, who learn about her and explore her character through stories about where she has come from and how she came to join the class. Over a number of days, a series of other life-sized characters join them in the classroom and are introduced to them in the same way. These can include a range of characters, e.g. ‘Daring Dalvir’, ‘Baby Bo’ and ‘Chip the Bloodhound’. Narratives about the characters and their lives and experiences are told, and the children are encouraged to create their own narratives. Every day a character poses a challenge or problem for the class to solve. These challenges and problems include moral and social dilemmas, or an exploration of how one of the characters is feeling about something that has happened, and how the class might help them deal with this feeling. |
| **Personal, social and emotional development:** The children are given a character to take care of for a day. They are encouraged to share activities and experiences that the character would particularly enjoy.  The children are encouraged to reflect on cultural differences through the characters and how tolerance, care and kindness to others might be offered. |
| **Communication, language and literacy:** The children are encouraged to develop and tell their own narratives about the characters. They are also encouraged to share their experiences that are similar to/different from those of the characters. The use of words to explore feelings and emotions is introduced. |
| **Mathematical development:** The problems the children are posed involve counting or measuring. |
| **Knowledge and understanding of the world:** The children are helped to understand the family history of the characters and to construct their own family histories. They are then encouraged to describe the members of their family and explore their characters. |
| **Physical development:** The children are challenged by the characters to develop a particular physical skill, e.g. balancing, hopping, tumbling. |
| **Creative development:** The children are introduced to music that the characters really like and which has been chosen to reflect emotional states. They are also encouraged to make up their own music for each character as they go through certain emotions, e.g. excitement, love, anger. |

# Red set

## Exemplar sequence of work: communication, language and literacy

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| **Theme** | **Good to be me Foundation Stage** |
| SEAL objectives | To explore feeling good when safe and loved  To consider how core feelings are expressed  To be able to view a simple situation from the point of view of more than one character |
| Links to Early Learning | To use talk to organise, sequence and clarify thinking, ideas, feelings and events. |
| Goals, communication, | To extend their vocabulary, exploring the meanings and sounds of new words. |
| language and literacy | To sustain attentive listening, responding to what they have heard by relevant comments, questions or actions.  To use language to imagine and recreate roles and experiences. |
| Linked literacy unit of work | Non-fiction: all about me |
| Literacy objectives | T2, T6, T11c/e/f, T12c, T13, T14, T15 |
| Outcome | Simple recount of own experiences. |
| Text | *Tom Rabbit* by Martin Waddell (Walker Books ISBN 0744582806).  This picture book tells the story of a toy rabbit, Tom, who is taken outside and forgotten. As darkness falls he experiences some trepidation but retains his confidence that his owner Sammy will come back for him. This proves justified and the two are safely tucked up for the night. |
| Text themes | The main themes are love and security, played out through the imagined reciprocal love felt by a treasured toy. There is also scope to empathise with the toy by discussing its thoughts, given in the text, and the alterations in its facial expression and body language, apparent in the illustrations. |
| Possible focuses for | Before reading the book, the teacher/practitioner could ask the response to this |
| text | children to bring in any precious and special toys that they take to bed at night. Discussion could centre on how the toys make them feel, and although this might be difficult for some children to articulate, words like safe, warm, cuddly, snuggly could be introduced.  After a first reading, the teacher/practitioner could encourage the children to imagine and discuss with a talking partner how they would feel if they were Tom Rabbit and were left outside alone in the dark.  Having taken some responses, the teacher/practitioner could pose the question:  ‘What does Tom Rabbit do to make himself feel better when he is alone?’  Rereading some of Tom’s thoughts over several pages, especially ‘Sammy won’t be long ...’, ‘It’s only a rabbit the same as I am’, ‘I’m not scared one bit ...’, ‘Sammy won’t go to bed without me ...’ should help the children reflect on ways of managing feelings. The teacher/practitioner should emphasise that, although Tom begins to worry a little, he is positive that Sammy will come for him, because he knows how much Sammy loves him. |

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|  | Another session could focus on a close examination of each picture of Tom, encouraging the children to look carefully at him and then talk about how they think he is feeling (and why) on each page. The teacher/practitioner can draw attention to the changes in his expression, encouraging the children to look particularly at his mouth, eyes and paws, and the clues these give about his state of mind. The class could then practise simulating facial expressions and body language for contrasting feelings, as a way to support them in recognising the external signs. This could lead into a discussion of how children can tell when other people are feeling sad, lonely, or left out, and how they can respond. |
| Suggested related activities | Children could talk about the reaction of the real rabbits in the story to Tom Rabbit, and make up some thought bubbles for them, which the teacher/practitioner could scribe and temporarily add to the book.  Children could draw or paint a picture of their special toy, and write a caption for it for a display or class big book.  Children could look in other quality picture books for illustrations that clearly depict the characters’ feelings (e.g. in *Owl Babies*, the picture showing the babies’ response to their mother’s return; in *Where the Wild Things Are*, the picture showing Max sitting thinking while the wild things sleep; in *Peace at Last*, the changing facial expressions of Mr Bear, etc.).  In the role-play area, children could play out scenes related to special toys and bedtimes.  The class could collect and present as a poster ideas for ‘Ways we show each other we care’, e.g. you could invite someone to join in your game/sit next to you/share a turn at the computer; you could smile at them; you could spot when they are feeling sad and try to cheer them up. |
| Alternative/additional texts | *Bunny My Honey* by Anita Jeram (Walker Books ISBN 0744575834). |
| with themes related to love | *Time for Bed* by Mem Fox (Hazar Publishing ISBN 1874371504). |
| and security | *Can’t You Sleep Little Bear?* by Martin Waddell (Walker Books  ISBN 0744513162)  *Guess How Much I Love You* by Sam McBratney (Walker Books ISBN 074455439X). |

